

Theory of Change: School pilot to reduce alcohol and other drug related harm

Main NEEDS

Schools/Boards need a culture change towards...

- a holistic and planned focus on wellbeing
- prevention and harm minimisation
- non-punitive processes (not zero tolerance for AoD use)

School pastoral teams need processes for...

- early identification/intervention
- providing effective support for students with AoD issues

Teachers need practical support to...

- address AoD issues holistically
- integrate AoD into learning

Students need to be able to...

- live in a world where there is AoD
- support their friends and family

Service providers need...

- stronger connections with schools (based on school needs)

The wider system needs...

- stronger alignment between education, health, social, and justice providers

Core ACTIVITIES & PROCESSES (WSA 1-10)

Positive school environment: Schools get support to...

- collaboratively build a positive climate (1)
- collaboratively develop a tailored plan based on needs and existing data (1)
- create a development and implementation team
- use a template to review AoD policies/practices (8)
- make use of information resources (fact sheets/videos) to raise awareness of AoD patterns (9)
- build understanding and confidence in the WSA through branding and marketing of key ideas (10)
- collaboratively develop modules and resources for use across schools

Students get ...

- opportunities to input into school actions

School based support: Pastoral teams get ...

- training and support on effective screening and interventions (3)
- training on effective conversations with students and whānau (4)
- a template to map local services and providers (6)

Effective education: Teachers get...

- training to explore values and attitudes towards AoD
- training and access to AoD learning modules (2)

Professional treatment: Service providers get...

- a template to use with schools to review screening and referral processes (5)
- training on working effectively with schools, students, and their whānau (7)
- support to form a stronger network

SHORT-TERM CHANGES (within a 1-2 year pilot)

Schools/Boards will...

- have stronger buy-in (see WSA and modules as useful)
- have school champions who are leading approaches
- revise policies/practices so they minimise harm
- start to identify new areas for the WSA (eg. health learning)

School pastoral teams will ...

- have accessed and used AoD training
- be shifting towards harm minimisation approaches
- be making more effective use of service providers
- be providing support to other staff

Teachers will...

- have increased awareness of the WSA/support options
- have increased confidence in discussing AoD
- be using effective AoD learning modules

Students will...

- be contributing to change (eg. role models)
- have access to senior AoD learning modules
- be experiencing some processes that keep them at school (eg. effective support/referral, fewer suspensions)

Some parents and whānau will...

- be more aware and involved in school approaches

Service providers will...

- be more aware of school needs
- offer useful referral pathways to schools
- increase their focus on prevention/early intervention

The wider system will...

- be more aligned with key messages and best practice across the sector (eg. HPS, Police, provider initiatives)

LONG-TERM OUTCOMES (3-5+ years)

Schools offer...

- WSA as business as usual (evidenced-based)
- a healthy and preventative environment
- restorative processes to keep students in school (no expulsion for AoD issues)
- effective early intervention and support
- their own drug education (not outside providers)

Teachers have...

- a consistent AoD approach
- confidence discussing AoD

All students...

- have the skills they need to enhance their own and others' wellbeing
- can access needed support

Service providers work...

- responsively with schools
- in a networked community of support

The wider system...

- is joined-up (education, health, social, justice)
- promotes strengths-based and holistic approaches to wellbeing
- funds evidenced-based approaches

Ultimate outcome: All students are supported to stay engaged and learning at school

Underpinning theory and assumptions

- Whole School Approaches (WSA) are a known effective way of supporting change in schools.
- Co-development with schools will result in increased buy-in, and the development of effective modules.
- A holistic focus on wellbeing is more effective than single focus approaches (as ways of working can be transferred, and many risk and protective factors are similar).
- Harm minimisation approaches, which include preventative approaches, equip young people with the skills they need to enhance their overall wellbeing.
- Support and treatment services that are available are evidence-based and effective for young people.

Areas to think about – Will the pilot:

- provide support for teachers who have AoD issues?
- identify community champions who advocate for change?
- offer processes for students to contribute to shifts in culture?

Out of scope

Working within the health curriculum: The pilot starts with learning areas that are common across all schools and senior programmes, e.g., English and mathematics rather than health).